

**AN ANALYSIS ON THE SECOND YEARS STUDENTS ERROR IN
CONSTRUCTING TAQ QUESTION AT SLTP PT. JOHAN SENTOSA
PASIR SIALANG BANGKINANG SEBERANG**



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ABSTRACT

The title of this thesis is "An Analysis on the second year's students errors in constructing taq question at SLTP PT: Johan Sentosa Pasir Sialang Bangkinang Seberang". The subject of the study was the third years students and English teacher of SLTP PT.Johan Sentosa Pasir Sialang Bangkinang Seberang in the 200612007 academic year, its subject was students erorrs in constructing taq question.

Constructing is a skill to make a sentence or paragraph that has someone. One of the best ways to understand in constructing taq question is knowing grammar beside, the exception in taq question.

Taq question is important for the students to be mastered. It can enrich their vocabularies; it can also help them to understand the meaning of words or sentences. Furthermore,taq question is can also help them to understand auxiliary verb and pronoun. From preliminary study, the writer got symptoms that the second year students of SLTP PT Johan Sentosa Pasir Sialang Bangkinang Seberang in the 200612007 academic year had lowest ability in constructing taq question. A test to the respondents of this research was given dealing with approving their clues ability in constructing taq question at the second years students of SLTP PT.Johan Sentosa Pasir Sialang Bangkinang Seberang in the 200612007 academic year. Factually, the writer found the student's ability in constructing taq question is still low.

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CHAPTER 1

INTRODUCTION

A. Background

English is a foreign language in Indonesia and it is taught to the students from junior High schools up to universities. Even nowadays, it has also been taught to the students of elementary schools. It is the first foreign language that plays an important role in many aspects such as in the development of science and technology and as a means of communication with other countries. It is also used as a national language in many countries such as America, England, Australia, New Zealand, Singapore, etc.

Learning a language is not a matter of acquiring a set of rules and building up a large vocabulary. The teacher' efforts should not be directed at informing his/her students about language, but enabling them to use it. The students who learn English as a foreign language should master the grammatical system. Students' mastery of a language is ultimately measured by how well they can use it, not by how much they know about the language.

The students are expected to use the language as measured by their ability to understand the grammar system. In this case, Krashen (1983) says that grammatical rules are presented as a system to be learned in discrete steps the structure or forms (for example a verb, conjugation a rule of agreement, a set of exceptions, etc) are presented by explanation. Then, students are

given a series of exercises or drills with minimal semantic content to focus them on the form of the rule in question. Finally, after a suitable amount of practice the instructor encourage students to attempt to apply the rule in more or less real conversation.

The purposes of teaching English in Indonesian schools are to enable learners to use English in communication. In order to have a fair acquisition, the learners need to master the four language skills, namely; listening, speaking, reading and writing. In order to posses theses four language skills, they firstly should understand the aspects of the language: namely; structure, pronunciation, and vocabulary.

Swam (1989: V11) says that English, like all other languages are full of problems for the foreign learners. One of them is grammar. If we talk about grammar, it concerns with rules because each language has its own characteristic rules of grammar. Heffernan and Lincoln (1980:341) state that there is overriding fact that cannot be denied: the use of language is governed by rules which native speakers known intuitively and which the foreign language learners must acquire either consciously or unconsciously. In addition, on curriculum based on 2004 competency based curriculum. It is to develop learner's linguistic and strategic competence in an integrated way.

The writer's previous observation and it showed that many learners of English including students of SLTP Pasir Sialang

Bangkinang made errors in some aspects of language. The most general errors made by the students are in terms of grammar. From grammatical aspects, the students get difficulties in constructing tag questions. Their inability is particularly seen in completing the correct tag questions. He found out when the students were asked to construct tag questions such as:

You aren't a teacher?

They sometimes still answer;

You aren't a teacher, aren't you? Or do you?

Moreover, students made errors when they were given exercise related to the tag questions. They were confused of how to construct tag questions correctly. It seems that the students got difficulties in constructing tag questions. It could be seen from the exercises, which were given to them. The following are some of their errors in constructing tag questions:

Examples:

1. She is not busy.....?

Student's answer: she is not busy, she is.....?

2. I am a teacher, ?

Students' answer: I am a teacher, am not I.....?

3. My parents came to the party,

Students' answer: My parents came to the party, do
them.....?

4. Everyone took the task,

Students' answer: Everyone took the task, did she.....?

The four constructions above are grammatically wrong and they deviate from the rule of the language system. Some aspects may disturb and influence learners' perception. For instance, the students find difficulties in interpreting the complex grammar rules. These rules make the students confused and at last they make many mistakes and errors.

Students' errors in constructing the tag questions show that they are still weak in understanding the English pattern about how to construct tag questions. So, the writer tries to discuss the errors made by students in constructing tag questions. But in his observation in this research the writer found that:

1. Some students still feel difficult to use tag question in sentences.

2. Some students often make errors in using tag question.

3. Some students do not pay fully attention in learning tag question.

Considering the symptoms above, the writer is interested in conducting a study entitled: **AN ANALYSIS ON THE SECOND YEAR STUDENTS' ERRORS IN CONSTRUCTING TAG**

QUESTIONS AT SLTP PASIR SIALANG BANGKINANG SEBERANG.

B. Definition of the Terms

In order to avoid misinterpretation and misunderstanding in reading this paper the definition of the terms used in this study are given as follows:

An analysis

An analysis can be described as an examination of something together with thought and judgment about it. In this research the analysis means examination of student's errors in constructing tag questions.

Errors

Error is an act or conduction of ignorant or imprudent deviation from a code of behavior. (Webster: 1988)

Tag question

According to Betty (1985:416) a tag question is a question added at the end of a sentence. Speakers use tag questions chiefly to make sure their information is correct or to seek agreement.

C. Problems

1. Identification of the Problems

As mentioned in the background, tag question once of part of grammar concerns with rules. The students face difficulties to construct tag questions in tenses, verbs and pronoun. The writer considers that if the students know how to understand the tenses, verbs and pronoun, they will be able to constructing tag questions. This research focuses on the student's errors in constructing tag questions.

1. Do the students know about the use of tag question?
2. How is the students' ability in using tag question in various English sentences?
3. Which tag questions are difficult for the student to use?
4. Which tag questions are easy for the student to use?

2. Limitation Of The Problem

This study focuses on the three basic principles, which operate tag questions, namely:

1. Tag questions with simple present and past form of " be "
2. Tag questions with simple present and past form of verb other than " be"
3. Tag questions with simple present and past form of "modal auxiliaries".

3. Formulation of the Problem

To formulate the problems in this research, the writer focuses on the analysis of types of tag questions made by the second year of SLTP Pasir Sialang Bangkinang. Therefore, the questions for the researched problem can go as follows:

1. What types of tag questions do the students often make errors in construct tag questions?
2. What type of tag questions do the students rarely make errors in constructing tag question?

D. Reason of Choosing the Title

There are some reasons why this research is carried out. The reasons are:

1. The writer is interested in tag question field because this is simple, but students can rarely master it.
2. This topic is very interesting to be discussed since some errors in tag question can be found obviously in practice.

E. Objectives and Significance of the Study

1. The objective of the study

In doing this research, the writer has some objectives, they are:

- a. To find out which types of tag questions the students often made errors.
- b. To find out which types of tag questions the students rarely made errors.

2. Significance of the study

In doing this research, the writer hopes that the result of this research will be useful for the learners of SLTP students. The writer also hopes that the students of SLTP will find the solution to improve their knowledge in constructing tag questions.

CHAPTER II

THE OVERVIEW OF LITERATURE

A. Theoretical Framework

1. The Description of the Tag Question

Azar (1989:24) defines a tag questions as a question that consists of an affirmative sentence or negative sentence and a short question in the last of the sentences. That short question is called tag questions, which is used to get agreement or confirmation.

Miroezamchair (1990, in Bahasa Inggris 3b) says that tag question is a question added at the end of the sentence. According to Swan (1980:515), a tag question is replied question. It is made up of auxiliary verb + personal pronoun. Tag question is used at the end of the sentences, to ask for confirmation of something or to ask for agreement. Furthermore, Hoyden (1956:14-16) states that a question may be formed by attaching a short question to a statement. If a statement is a positive, the tag question is negative. If the statement is negative, the tag question is positive.

According to Swan (1980:516), there are three basic principles operated in tag questions:

1. With simple present and past tense forms of "Be": An affirmative statement is followed by a short negative question: Verb + Not (usually contracted) subject. A

negative statement is followed by short affirmative question: Verb + Subject. Compare:

Tom is here, isn't he Tom isn't here, is he?

They are teachers, aren't they? ___ They aren't teachers, are they?

2. With simple present and past tense forms of verbs other than "Be": An affirmative statement is followed by a short negative question: Do /Does or did + not (usually contracted) + subject. A negative statement is followed by a short affirmative question: Do/ Does or Did + Subject.

Compare:

He plays golf, doesn't he? He doesn't play golf, does he?

They went home, didn't they? ___ They didn't go home, did they?

2. With construction of auxiliary + principle Verb: An affirmative statement is followed by a short negative question: auxiliary + not (usually contracted) + Subject. A negative statement is followed by a short affirmative question: auxiliary + subject.

Compare:

You can drive a car, can't you? ___ You can't drive a car, can you?

They will come, won't they? They will not come, will you?

Marcella Frank says that there are three kinds of questions in English, they are:

1. Yes- no questions.

These are simple question eliciting the answers yes or no only.

2. Tag question or attached.

These are Yes-No quotation, but the special form into which they are put show which of these two answers are actually expected.

3. Interrogative-word questions.

These are questions that elicit specific information on a person, place, time, etc. (Marcella Frank, 1972: 88).

The above question says that a yes-no question is a question sentence uses “ auxiliary-verb” as questioner. An interrogative-word question is a question sentence uses that “question word”. And a question tag is a question that appears after article statement.

2. The Function of the Tag Question

There are two kinds of intonation of tag question namely: rising and falling intonations in the tag question. Krohn (1977: 267) says: “ when rising intonation is used in the tag question, the speaker does not necessarily expect the answer to agree with the statement”.

Examples:

- David is here, isn't he?
- Natasya isn't here, isn't she?

In the above examples, the speaker uses rising intonation in the tag question, and the listener can either give yes or no answer to each, depending on the situation.

In another occasion Krohn (1977: 267) says, "A tag question with falling intonation indicates that the speaker thinks his statement is true. He expects the answer to agree with his statement".

Examples: He has gone to Jakarta, hasn't he? Yes, he is

Rita hasn't gone to Jakarta, has she? No she isn't

From the above examples, the speaker uses falling intonation in the tag question, because the answers are known. Therefore, the listener should agree with the speaker's statement and should answer it with yes or no.

1. Errors

Learners' difficulties in learning a second language may cause errors. Ellis (1982) mentions, "The differences between the first and the second language create learning difficulties which result in errors."

In order to analyze errors in a proper perspective, it is crucial to distinguish errors from mistakes. Chomsky as quoted by Dulay et-al (1982) says that performance errors are caused by factors; such as fatigue and lack of attention; and competence error are

caused by the lack of knowledge of the rules of the language. Corder (1967) also says; "In some of the second language literatures, performance errors have been called mistakes while the term errors were reserved for the systematic deviations due to the learner still developing knowledge of the L2 rule system " (Quoted by Dulay et -al, 1982)

Ellis (1986) adds that " errors are systematic: that is, their occurrence is in some way regular, while mistakes aren't systematic." Furthermore, Brown (1980:165) said: "A mistake refers to performance errors, that are a failure to utilize a known system correctly, and an error is noticeable deviation from the adult grammar of a native speaker reflecting the interlanguage competence of the learner." To be clear, the distinction feature of error and mistake will be shown through the table below (Quoted by Hilma: 1991).

Brown states that an error is noticeable deviation from the adult grammar of a native speaker, reflecting inter language competence of the learner (1994: 205). On the other hand, Jenner (1977: 21) says, " An error is taken to mean some idiosyncratic 'unnativelike' piece of language produced by a foreign learner. This piece of language is produced regularly correct to the learner but not usually to native speaker ".

From the above quotation, is quite clear that if a learner writes the quotation tags which is different from what has been done by native speakers, it means that the learner make errors. These errors occur regularly and systematically. For example, he has

never gone to Bali, hasn't he? "Instead of " he has gone to Bali, has he? In the first sentence, the learner uses the auxiliary hasn't in article of tag question. He does not realize that the word "never" indicates the negative statement, so it is not necessary to use 'not' after the auxiliary verb "has" in the tag question.

2. Mistake

Brown (1994: 205) says that a mistake is a failure to utilize a known system correctly. From the above quotation, an example is given to make clear if in one or two occasions, a learner says: Jack wills stays here, won't he? Instead of jack will stay here, won't he? In the first sentence " Jack will stays here, won't he?" is not an error but mistake.

3. Error Analysis

Ubol (1981: 8) says that error analysis is simply defined as a systematic description of an explanation of errors made by learners or users in their oral and or written production in the target language.

3. Some types of errors made by the students

Richards divides errors into several types, namely:

- a. Interference errors: due to interference of the learner's mother tongue.
- b. Intralingual and development errors: errors regardless of the learner's language background.

Furthermore, he classifies the types of intra lingual and developmental errors into:

1. Overgeneralization

Overgeneralization covers instances where the learner creates a deviant structure on the basis of his experience of other structures in the target language.

2. Ignorant of rule restriction (Analogy)

The errors are closely related to generalization deviant structures. It is failure to observe the restriction of existing structures, that is, the application of the rules to contexts where they do not apply

3. Incomplete application of rules

The occurrence of structures whose deviancy represents the degree requires producing acceptable utterances.

4. False concept hypothesized

It is faulty comprehension of distinction in the target language

Selinker in his intra lingual model classifies, errors into five types:

1. Language transfer

Fossilizable items, rules, and subsystem, which occur in intra lingual performance result from the native language.

2. Transfer of learning

Fossilizable items, rules, and subsystems are a result of identifiable items in training procedures.

3. Strategies of second language learning

Errors are a result of identifiable approach by the learner to the material to be learned.

4. Strategies of the second language communication errors are a result of identifiable approach by the learner to communication with native speaker of the target language.

5. Overgeneralization of the target language linguistic materials.

Furthermore, Dulay, Burt, and Krashen book divide the errors into:

1. Omitting grammatical morphemes

Errors are characterized by the absence of an item that must appear in a well-formed utterance. For example, they hit car

2. Double marking

Errors are more accurately described as the failure to delete certain items which are required in some linguistic construction, but not in others. For example, he didn't go back.

3. Regularizing rules

A rule typically applies to a class of linguistic items, such as the class of the main verbs or the class of nouns. For example, Women's for women (in plural form)

4. Using arch forms

One form in several places, such as the use of "her" for both "She" and "Her". For example, I saw her yesterday. She dances with my brother.

5. Using two or more forms in random alternation the use of arch forms after gives way to the apparently fairly free alternation of various members of a class with other. For example masculine for feminine disordering-He for She

6. Disordering

Errors are characterized by the incorrect placement of a morpheme or group of morphemes in an utterance. For example, what daddy is doing?

Having observed the types of errors in the process of learning, which have been stated by the linguists, the following

conclusions are proposed. There are some types of errors faced by learners while they learn English as a foreign language, namely:

1. Errors due to language transfer

In learning a foreign language, the learners transfer the aspects of his native language of the foreign language. For example, in Indonesia, one says, “ *Kamu belum memberikan buku saya kepadanya, bukan?* ”. The learner translates the sentence into; you haven’t given book me to him, have you? This sentence is translated without following the target language. The sentence should be “ you haven’t given my book to him, have you? ”.

2. Overgeneralization of target language

The learner over generalizes a structure that he gets from his experience of other structures in the target language. For example, the learner writes, Ali read a magazine, doesn’t he? “. In this sentence, the learner uses the auxiliary ‘does’ in tag question. He does not realize that the verb ‘ read’ in the past form. If the verb ‘read’ is in the present, it will be added with ‘s’ for the third person singular subject. The correct form must be ” Ali read a magazine, didn’t he? “.

3. False concept hypothesized

It is faulty comprehension of distinction in the target language. For example, “ nobody will influence you, will he? “ in this sentence, pronoun ‘he’ in the tag question is interpreted to replace “ nobody”. The correct form is, “ nobody will influence you, will they?”

4. Incomplete application of rules

The learner is not able to make sentence based on the rules. Where the errors are caused by the rules that are not applied completely. For example, “ Mrs.Ridwan used go alone, didn’t she? “. The learner does use “to” after the verb ‘used’. It must be “ Mrs. Ridwan used to go alone, didn’t’ she?”.

5. Ignorance the rule restriction

Ignorant of the rule restriction is the type of errors where the learner fails to observe the restriction of existing structures. For example,” Mrs. Rido loves fishing, doesn’t she? “. The learner does not use the auxiliary verb ‘does’ in the tag question. The correct sentence is, Mrs. Rido loves fishing, doesn’t she?

4. The significant of the learners’ errors

Learning English is to master written and spoken language. The process of mastering English involves a possibility of making errors. These errors show that a learner tries to develop a system to form the better one. English teachers should give their attention to the learner’s errors. They must understand what they learners need in mastering English.

Corder explains that errors made by the students can be significant in three ways:

1. They tell the teacher how far a learner has progressed and what remains for him to learn.
2. They give the teacher evidence of how language is learned and what strategies or procedures the learner applied in order to acquire the target language.

3. They are devices to test learner's hypothesis concerning the target language.

From the above statements, it is apparent that studying learner's errors systematically is important, because these errors will give valuable inputs to the English teachers.

5. There are three basic principles to operate tag question

1. With present and past forms of be: An affirmative is followed by short negative question: Verb + not (usually contracted) subject. A negative statement is followed by a short affirmative question: Verb – subject.

Compare:

Tom is here, isn't he? Tom isn't there, is he?

We are late, aren't we? We aren't late, are we?

2. With present and past form of verbs other than "be" an affirmative statement is followed by a short negative question: do (does) or did + not (usually contracted) + subject. A negative statement is followed by a short affirmative question: do (does) or did + subject. See the following examples:

He plays golf, doesn't he? He doesn't play golf, does he?

They went home, didn't they? They didn't go home, did they?

2. With construction of auxiliary + principle verb: An affirmative statement is followed by a short negative question: auxiliary + not (usually contracted) + subject. A negative statement is followed by a short affirmative question: auxiliary + subject.

Examples:

You can drive a car, can't you? You can't drive a car, can't you?

They will come, won't they? They will not come, will they?

From the above statements it is apparent that studying learners errors systematically is important, because these errors will give valuable inputs to the English teachers.

Table I. 1

The Differences between Mistakes and Errors

Mistakes	Errors
<ul style="list-style-type: none">• Mistakes are caused by lack of performance (Brown: 1980).• Mistakes are not systematic (Ellis: 1980).• Mistakes can be corrected by the learner himself (Mc. Keating: 1985)• Mistakes occur as a result of failure that is caused by forgetfulness. (Mc. Keating: 1985)• Mistakes are also made by the adult native speakers (Brown: 1980)	<ul style="list-style-type: none">• Errors are caused by lack of competence (Brown: 1980)• Errors are systematic that their occurrence is in some way regular. (Ellis: 1980).• The learner himself cannot correct errors. (Mc. Keating: 1985)• Errors are caused by not know of the target language rule. (Brown: 1985)• Errors are not always made by the adult native speakers (Brown: 1980)

In this research, the study focuses on the students' errors in constructing tag question.

B. The Relevant Research

Dealing with this research, the writer takes one of relevant research, which has been investigated concerning about the an

analysis of errors in constructing question tags at the third years students of SLTPN I Tambusai Rokan Hulu Regency by Nuraya (2002), she was conducting a research to know the students' errors in constructing question tags at the third years students of SLTP Tambusai Rokan Hulu Regency.

She found that most of the 2002 / 2003 third years students of SLTPN I Tambusai face difficulties and make errors in constructing question tags, namely:

1. The average of the students errors in using the non-predicate verb in the question tags is 58,35%.
2. The average of the students errors in using the predicate verb in the question tags is 47,58%.
3. The average of the students errors in using modal auxiliary in the question tags is 52,88%.

The problem of the research is how the application of tag question by the students at SLTP in developing student's skills.

In this research, the writer tends to operate two suggestions. They are:

1. Suggestion for students

- a. The students are suggested to learn more and more about the use of non-predicate verb, predicate verb and modal auxiliaries of sentence in question tags. (Positive or negative statement). Especially, in simple present tense, simple past tense, and future tense.

- b. The students are suggested to know some patterns of English very much, because as it has been known that English has many tenses and those can change every time in which they depend on the sentences made. But, the tenses are not found in Indonesia. So, before learning English, the students are suggested to know and master those aspects as good as possible.
- c. The students are suggested to memorize the changes of the verbs of English either in present tense or past tense. Because every subject, of course, has its own changes such the use of Subject She and He in present tense can make the verbs change, and so does in past tense.

2. Suggestion for teachers

- a. The teachers are suggested to explain the differences of both languages before the real teaching of both tenses, which are presented to the students.
- b. The teachers are also suggested to make the contrastive analysis on both languages if it is necessary. Because by comparing both languages such English and Indonesian, it can make the students easy to understand and learn the language.
- c. The teachers are also suggested to avoid the students, unfamiliarity toward transferring their mother language either while learning, speaking or translating English.

C. OPERATIONAL CONCEPT

The operational concept is used to clarify the theories used in this research in order to avoid misunderstanding. The condition of this research is some of students have learned the tag question, but they are still confused with the way to them in acceptable forms. In the research, the writer concludes several factors to be operated which describe the operational concept. The factors are

1. The students make errors in using the tag question.
2. The students do not know how to use the tag question.
3. The students make errors in recognizing the kinds of tag question.
4. The students make errors in differentiating kinds of tag question.
5. The students make errors in identifying the tag question.

CHAPTER III

THE RESEARCH METHODOLOGY

A. Location and time of the study

The writer conducted this research at the second years students of SLTP Pasir Sialang Bangkinang in the academic year 2006/2007.

B. Subject and object of the study

The subject of this research consists of one class of students at the second year of SLTP Pasir Sialang Bangkinang, the object is to find out whether using tag question gives the effectiveness to comprehend once of the part of the grammar.

C. Data Collection Technique.

The writer collects the data through a written test. In this test, the students are asked to construct question tags. The writer takes the test materials from several structure books such as Fundamental English book, Sentence Structure book and Mastering American English book. The results of the test are taken as the data of this study.

Table III. 1

The distribution of the test items

Form of tag questions	Tenses	Number of items	The distribution
Be	Present	5	1, 2, 3, 13, 14
	Past	5	4, 5, 12, 15, 16
Do	Present	5	6, 7, 18, 24, 25
	Past	5	8, 17, 19, 26, 29
Modal	Present	5	9, 10, 20, 21, 27
	Past	5	11, 22, 23, 28, 30

D. Population and Sample of the Data

The population of this research is all the second year students of SLTP Pasir Sialang Bangkinang in Academic 2006/2007. The population is about 38 persons. In this research, the writer uses random sampling by taking 100% of the population or 38 students.

E. Data Analyzing Technique

After collecting the data, the writer computes them by applying the following formula:

$$P = \frac{F}{N} \times 100 \%$$

Where:

P: Percentage of Difficulty Categories

F: Frequency

N: The Number of Student

When the “P” of each category of constructing question tags is bigger or equal to 40 percent, the category is considered as difficult. On the other hand, when the “P” is found smaller than 40 percent, the category is considered easy. It can be seen as the formula below:

Very good = 81 – 100%

Good = 61 – 80%

Fair = 41 – 60%

Bad = 21 – 40%

Very bad = 0–21% (Harahap, 1995: 201)

CHAPTER IV

THE PRESENTATION OF THE RESEARCH RESULT

A. The Presentation and Data Analysis

After collecting the data and making some calculations, the writer can show the errors made by students in constructing tag questions as follows:

TABLE IV. 1
The Percentage of the errors made by the students in
constructing tag questions in simple present and past form of
“Be”

No	Number of Test Items (I)	Number of Errors (E)	Percentage (P)
1	1	21	55.3%
2	2	22	57.9%
3	3	3	7.9%
4	4	7	18.4%
5	5	7	18.4%
6	12	15	39.5%
7	13	24	63.2%
8	14	25	65.8%
9	15	13	34.2%
10	16	8	21.0%
Total	10	145	38.2%

$$\text{Percentage : } P \frac{F}{n} \times 100$$

$$= \frac{145}{38} \times 100$$

$$= 38.2\%$$

From the table above, it is found out that the level of difficulty in constructing tag question is 38.2%. It means that the students find easiness in constructing tag questions; in another words they rarely make errors in constructing this type.

TABLE IV. 2

The Percentage of the errors made by the students in constructing tag questions in simple present and past form of “Do”

Do			
No	Number of Test Items (I)	Number of Errors (E)	Percentage (P)
1	6	30	78.9%
2	7	20	52.6%
3	8	23	60.5%
4	17	31	81.6%
5	18	21	55.3%
6	19	35	92.1%
7	24	18	47.4%
8	25	15	39.5%
9	26	29	76.3%
10	29	26	68.4%
Total	10	248	65.3%

After having the total percentage of the error made by the students, then to find out the errors made by the students in constructing tag question in Do is by finding the average of percentage itself.

$$\begin{aligned}
 P &= \frac{F}{n} \times 100 \\
 &= \frac{248}{38} \times 100
 \end{aligned}$$

$$= 65.3\%$$

From the table above, it shows that the average level of difficulty in constructing tag question of verb is 65.3 %. It means that the students find difficulties. In another words they often make error in this type.

TABLE IV. 3

The Percentage of The Errors Made by The Students in Constructing Tag Questions in Simple Present and Past Form of “Modal (can, will)”

Modal (can, will)			
No	Number of Test Items (I)	Number of Errors (E)	Percentage (P)
1	9	35	92.1%
2	10	5	13.2%
3	11	23	60.5%
4	20	13	34.2%
5	21	6	15.8%
6	22	13	34.2%
7	23	4	10.5%
8	27	31	81.6%
9	28	16	42.1%
10	30	24	63.2%
Total	10	170	44.7%

After having the total percentage of the error made by the students, then to find out the errors made by the students in constructing tag question in Modal Auxiliary; can, will, is by finding the average of percentage itself.

$$P = \frac{F}{n} \times 100$$

$$= \frac{170}{38} \times 100$$

$$= 44.7\%$$

From the table above, it is show us that the students found difficulty in constructing tag question of Modal Auxiliary is 44.7%. It means that the students find difficulties. In another words, they often make error in this type.

B. The Interpretation of the Data

Based on the result of the calculation of the data presented above, the writer can also present that for all three types of tag questions: Be, do, modal auxiliary, only the tag question of “be” is rather easy for the students to construct. While the tag question with “do and modal auxiliary” is difficult for students. It means that they are quite difficult for them to apply. In another words as a whole the writer can say that in applying tag question it is quite difficult for the students. We can see from the average of the entire type (Be, verb and modal) in the following:

TABLE IV. 4

**Recapitulation of the Errors Made by the Students in
Constructing Tag Questions in Simple Present and Past Form at
SLTP PT. Johan Sentosa Pasir Sialang Bangkinang Seberang**

NO	NUMBER OF ITEM	NUMBER OF ERROR	PERCENTAGE
1	10	145	$\frac{145}{380} \times 100 = 38.16 \%$
2	10	248	$\frac{248}{380} \times 100 = 65.26 \%$
3	10	170	$\frac{170}{380} \times 100 = 44,73 \%$
TOTAL	30	563	49.34 %

From the calculation above, it shows:

1. That the students often make errors in constructing tag question of "Do".
2. That the students rarely make errors in constructing tag question of "Modal, and "Be".

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusions

Based on the result of the study presented in chapter IV the writer concludes that the students of SLTP PT.Johan Sentosa Pasir Sialang Bangkinang Seberang have difficulties in constructing tag questions. In short the writer can conclude that:

- 1.The second years students of SLTP PT.Johan Sentosa Pasir Sialang Bangkinang Seberang often made errors in constructing tag question of “Do” that is : 65,26 %.
2. The second years students of SLTP PT.Johan Sentosa Pasir Sialang Bangkinang Seberang rarely made errors in constructing tag question of “Modal” that is 44,73 %, and Be that is 38,16 % .

B. Suggestions

Based on the result of the study, the writer would like to offer some suggestions:

1. The students need to do more exercises in constructing tag questions with “Do”, because it is the higher calculation, so that their errors might be minimized.

1. The teachers need to give correction on their errors in constructing tag questions, so that they know the correct ones.

1. Suggestions for the students

- a. The students are suggested to learn more and more about the use of non-predicate verb, predicate verb, and modal auxiliaries of sentence in tag question. (Positive or negatives statement). Especially, in simple present tense, simple past tense, and future tenses.
- b. The students are suggested to know some patterns of English very much, because as it has been known that English has many tenses and those can change every time in which they depend on the sentences made. But, the tenses are not found in Indonesia. So before learning English, the students are suggested to know and master those aspects as good as possible.
- c. The students are suggested to memorize the change of the verbs of English either in present tense or past tense. Because every subject, of course, has its own changes such the use of subject she and he in present tense can make the verbs change, and so does in past tense.

2. Suggestions for teacher

1. The teachers are suggested to explain the differences of both languages before the real teaching of both tenses, which are presented to the students.
2. The teachers are also suggested to make the contrastive analysis on both languages if it is necessary. Because by comparing both languages such English and Indonesian, it can make the students easy to understand and learn the language.
3. The teachers are also suggested to avoid the students, unfamiliarity toward transferring their mother language either while learning, speaking or translating English.

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